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ABSTRACT

A report is given of a pilot project intended to develop, implement, and maintain a daily program of physical activity in kindergarten through grade eight in nine elementary Catholic schools of varying size, pupil composition, and facilities. Information is provided on the methodology of program implementation, pilot school selection criteria, and duration of the program (March 1983 through June 1985). Tables are used to convey facts about the development of the program in each of the pilot schools, as well as its implementation, and the participation of students in various activities. A general discussion of the program indicates that it was well received by students, teachers, and parents. Suggestions are made on how the program may be improved, mainly in the areas of staffing and funding. Extensive appendixes provide monitoring forms and survey results. (JD)

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Daily Physical Education Study
Interim Report

Research Department
December, 1984

ACKNOWLEDGEMENTS

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	M. Neil,	Principal, St. Jerome
	B. Gelineau,	Principal, St. Leo

The Daily Physical Education Committee wishes to express its sincere appreciation and thanks to all who participated in the pilot program.

Special thanks to:

- the principals and staff of the pilot schools,
  Father Serra,
  St. Agnes,
  St. Bartholemew,
  St. Columba,
  St. Francis of Assisi,
  St-Jean de Lalande,
  St. Jerome, St. Leo,
  St. Pius X,
- the resource teachers:
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INTRODUCTION

Background:

Previous to the implementation of the Daily Physical Education Pilot program, a committee under the chairmanship of the Superintendent of Curriculum, and with representation from the Superintendents' Association, the Principals Association, les Ecoles Francaises, the Metropolitan Catholic Schools Athletic Association, the Ontario English Catholic Teachers' Association, the Research department, the teachers at large, the Physical Education Resource Teachers and the Assistant Superintendent of Physical Education, met to study the feasibility of establishing a pilot program.

Specifically, the committee examined a variety of research projects concerning the implementation of daily physical education. In supporting the pilot project the committee noted that this research tended to indicate that students participating in daily physical education programs experience the same or a higher level of academic achievement, improved attitudes towards school and develop their social skills more fully.

Purpose of the study:

The intent of the pilot project was orginally to develop, implement and maintain a daily program of physical activity in grades, One to Grade 8, in nine elementary schools of varying size, pupil composition and facilities. However a number of schools wished to include their kindergarten classes as well. Those schools requesting this expansion were allowed to do so and were supported in this effort.

It was intended that a model(s) of Daily Physical Education (DPE) would be developed with the accompanying descriptions of materials and programs required to ensure its successful operation. Success was defined as the program being developed without detriment to existing programs in other areas of curriculum, without additional cost to the board and with the positive support of staff, students and parents.

This project was designed as a program development and implementation project. It was not intended as an experimental pre-test, post-test control group type study measuring changes in pupils' physical fitness over time. The benefits of daily physical education have already been documented elsewhere (1). Instead pilot program would serve two purposes, the initiation of development and programs suitable and workable at the various schools and secondly to monitor this initiation and development so that other schools would be able to adopt one of the models which developed to his/her school needs and context.

Several schools however provide students with "Fitness program charts" to record measurements of fitness activities. These measurements were used primarily as a motivational device for pupils and are outside of the scope of the structured research of this report. (Appendix A p.59-61).

Definitions:

Throughout the pilot project, daily physical education is defined as:

A program in which each child is exposed to a minimum of 15-20 continuous minutes of vigorous physical activity daily. The activity may be carried out on its own or incorporated as part of the skills learning sessions. The intent of the vigorous activity is that it must exercise the cardio-respiratory system to the maximum of the individual.

The total physical education program includes physical fitness (endurance, strength, flexibility, body composition) motor fitness (agility, coordination, balance, power, speed) and skill development (general eye-hand and body tasks eg. hand stands).

1. Lynch, C. Is a Daily Fifteen Minute Fitness Programme Worthwhile?, New Zealand Journal of Health, Physical Education and Recreation , 1981, 14(1),18-21

Methodology:

The PE resources staff, between March and June 1983, worked out, with each school selected;

1. the timetabling of the DPE program,
2. the resources required (no increased budget spending),
3. any inservicing required for teachers,
4. general modes of liaison and assistance,
5. the program content and events,
6. the grades to be included.

Duration:

The pilot phase duration was established as follows:

Design and Development - 4 months	March-June, 1983
Implementation Year - 1 - 10 months	Sept.-June, 1984
Implementation Year - 2 - 10 months	Sept.-June, 1985

Pilot School Selection Criteria:

For the pilot program, a stratified random sample of schools was taken. The pilot schools were chosen taking the following into account:

-large/small size
-ethnic/non-ethnic
-suburban/downtown
-well equipped/not well equipped
-specialist/no specialist in Phys Ed.
-experienced/non-experienced staff in D.P.E.
-preferably not more than 2 per region

The object of the selection process was to have a good mix of conditions and constraints.

All schools were informed of the study and were given the opportunity to volunteer. From those schools which volunteered nine schools were selected, eight regular english speaking schools and one french language school. Each school was selected as a sample of a different mix of contexts and constraints.

School selection was on a quasi-volunteer basis. The schools who most closely fit the criteria set out above were asked to volunteer.

The following schools were selected as representative of the board with regard to a combination of the previously discussed factors:

School	Region
St. Leo Father Serra	Etob./York
St. Pius X St. Francis of Assisi	Toronto
St. Bartholemew St. Columba	Scarb./EY
St. Jerome St. Agnes St. Jean de Lalande (French)	North York

One back-up school was chosen for each region which would have become actively involved in the project if one of the other schools in the region was unable for any reason to participate.

Table I outlines the selection criteria and the profiles of the schools selected.

Table I

Pilot School Selection Criteria:

School	Size (# students)	Ethnic Composition Primary Lang. not English	Equipment	Approx. Age of Present School Bldg.
St. Agnes	259	29.72% Italian Cantonese	-medium size gym -showers/change rooms -soccer field -use of nearby field -sufficient equipment and storage space	12 years
St. Jerome	809	63.28% Italian Spanish	-facilities very limited -no change rooms no showers -can't use gym everyday -no outdoor facilities	20 years
St. Leo	527	51.02% Italian Croatian	-large gym -small paved schoolyard -showers -little equipment	original bldg. built 1926 Gym 15 years
Father Serra	292	30.17% Italian Polish	-large gym facilities -no showers -limited equipment & storage space -soccer field near public park -large grassed school yard	24 years
St. Francis of Assisi	802	35.76% Portuguese Italian	-small gym -no showers -limited equipment -paved school grounds	30 years

School	Size (# students)	Ethnic Composition Primary Lang. not English	Equipment	Approx. Age of Present School Bldg.
St. Pius X	286	33.91% Polish Croatian	-limited facilities small gym -paved schoolyard -little equipment -no showers	2 bldgs. 64 years 17 years
St. Columba	584	8.73% Tagalog (Filipino)	-combination of open area and closed -large school yard -large gym -little storage space -little equipment	9 years
St. Bartholemew	293	48.12% Italian Portuguese	-small gym but adequate equipment -grassed property -large paved area -no showers	12 years
St-Jean de Lalande	439	56.49% French	-large gym -grassed outdoor field but filled with portables -showers and change rooms -adequate equipment	8 years

*Based on January 1984 MSSB Distribution of Children by Country and Language Report

Monitoring documents

Since the program was to be developed at the school level, the research took the form of a monitoring of the process of curriculum building and attitude changes.

The questionnaires were distributed to the pilot schools in the fall of 1983, several months after the commencement of the project.

The survey was designed to cover all aspects of the implementation and operation of the D.P.E. program.

Table 14 (p.32 of appendix A) shows the forms used and the recommended timeline.

All survey forms used are listed in Appendix A.

Student Attitude Surveys:

Three separate student attitude surveys were developed to ascertain the level of student support for the D.P.E. program.

The surveys were divided by level as follows:

-kindergarten and Grade 1 surveys (Appendix A p.33-34)
-Grades 2 & 3 surveys (Appendix A p.35-36)
-Grades 4 - 8 surveys (Appendix A p.37-40)

The Kindergarten-Grade 1 Survey was a simplified form of the other surveys with responses of "yes", "no", and don't know" only required. Students responded by Xing or circling a face which corresponded to "yes", "no", or "don't know". The individual class teacher read the questions (with explanations) to the students. It was limited to 14 items to correspond to the attention span of young students.

The grades 2-3 attitude survey was similar in structure but with 24 items in the survey.

The grades 4-8 attitude survey included multiple choice questions and open ended questions and was 37 items long.

Principal Logbooks:

The principal's logbook was maintained during the operation of the D.P.E. project in order to provide a record of program implementation and adaptation that might prove helpful to other principals who would at a later date be considering the introduction of daily physical activities in their schools.

The Principal's logbook was divided into 3 sections;

1. Timetable (by class and grade) (Appendix A p.51)
2. Problems/changes in DPE operation forms (Appendix A p.52)
3. Activity Monitoring Form (Appendix A p.53)

Timetables:

Since DPE required some specific time commitments by each class, timetables needed to be developed for each class in each grade. These timetables included all programs/ subjects taken, the regular physical education program, as well as daily physical education activities. The documentation of timetables was used to establish a starting point for program implementation.

Problems/ Changes in DPE operation form:

It was intended that this form would provide a record of any problems or concerns that arose in implementing and/or maintaining daily physical education activities. The intention was to log the concern/problem and the adaptation or change in order to highlight the process itself.

Activity Monitoring Forms:

Problems/concerns might arise regarding staff time/ participation, resource programming, etc.

The information generated may indicate to other principals what situation/activities etc. to avoid, modify or adopt when developing DPE activities in their schools. In addition, the effectiveness of the change could be detailed.

Activity monitoring forms supplemented the teachers logbook in providing information of the nature and effectiveness of the daily physical activity.

Principal's DPE Information Report: (Appendix A p.54)

This report provided descriptive information regarding the school profile which could be of assistance to other principals who would be considering introducing DPE in their schools. Principals were asked to provide information on their school, staff and students, and where applicable, to describe the potential influence on the implementation of DPE activities.

Resource Teacher's Logbook:

The Resource Teachers's logbook provided a record of staff concerns, modifications and revisions regarding program activities, equipment and facilities.

This logbook was divided into 2 sections:

1. Staff Contact form (Appendix A p.57)
2. Program Revision form (Appendix A p.58)

Staff Contact form:

On this form, the resource teacher noted all contacts with school staff regarding DPE activities in order that a record of all staff concerns, and related information be maintained. This information contributed to the overall picture of the implementation and progress of the program.

Program Revision form:

A record of program revisions as a result of contact with school staff was maintained on this form. The information obtained here identified activities which proved practical or impractical and should in future be adopted or avoided respectively.

Resource Teacher's Physical Education Information Report:

This report contained a comprehensive description of the regular physical education program in operation at the school in the fall of 1983, as well as an outline of the resources available to the school.

The Resource Teacher's Physical Education Report was divided into 2 sections as follows:

Section 1: Description of current regular Physical Physical Education Program (Appendix A p.55)

Section 2: Description of Planned Daily Physical Education Program Components (Appendix A p.56)

Pupils in all grade levels felt that daily exercise was of benefit to them.

Table 3
Attitues By Grade Level

Grade	% who felt daily exercise was beneficial
JK,SK,1	80.1%
2, 3	82.7%
4 - 8	92.1%

76.2% of grade 2 and 3 pupils indicated that they enjoyed daily physical education and 85% felt that they should exercise daily.

The majority of students (62.1%) at this level, and 66% of grades 4-8 students felt that there should be more time for physical education activities.

Grades two and three students had strong support for the DPE program and 79% of those surveyed indicated that they felt better about themselves after taking daily physical education.

88% of students in grades 4-8 enjoyed daily physical education classes. Table 4 lists the most popular reasons for enjoying classes.

Table 4
Reasons for Enjoying D.P.E.

Reason	% of Cases
classes are fun	49.8
keeps me fit	33.7
get to play games	25.9
good for me	18.7
learn new sports	15.7
provides variety/change of pace	13.0
feel more energetic	8.0
lose weight	4.6
being with friends	2.9
teacher is nice/like teacher	2.1

There were nearly three times the number of reasons for liking daily physical education listed as there were listed for disliking it.

1372 respondents out of a total of 1437 students listed at least one reason for enjoying daily physical education. The most frequent reasons students listed for not enjoying D.P.E. are listed in Table 5.

Table 5
Reasons for not enjoying D.P.E.

Reason	% of Cases
sore muscles	15.7
dislike a specific game (ie. basketball)	15.0
periods too short	12.9
classes are boring	11.9
too much activity/too hard	9.5
wearing a uniform	6.3
conduct of others/others make fun of you	5.7

78% of respondents indicated that they had participated in at least one house league sport and listed soccer, floor hockey, volleyball and basketball as the most popular activities. Of those who did participate, 93% enjoyed the house league sport(s).

Of the reasons given for not participating, health reasons, conflicts in the time at which the activity took place and lack of self confidence were most often cited.

A grade/sex breakdown of the grades 4-8 attitude scales showed no distinguishable differences. All grades and both sexes had a mean score of 10.5 positive answers out of a possible 14, indicating that students in all four grade levels have a strongly positive attitude towards the program.

Parent Attitude Surveys:

Table 6 reflects the breakdown of the various languages that parents responded in.

Table 6 - Survey Responses

Language	Frequency	Percent
English	872	58.9
Italian	165	11.1
Portuguese	197	13.3
French	247	16.7
Total	1481	100

Ninety seven percent (97%) of parents responded that they felt daily physical education made some, or an important contribution to their child's overall education. In addition, 86% of parents had no reservations about having their child participate in the program.

Of those parents who did have some reservations, many were concerned that their child might overextend themselves. For example a child could participate in school house leagues and play on an after school community team in addition to the daily physical education program. It had been suggested by some pilot school principals and parents that a child participating in other physical activities which take more than a certain period of time (2 hours for example), be exempt from taking daily physical education that day. In its place a study period might be substituted. This would ensure that the student did receive daily physical activity without overextending themselves and risking injury.

Benefits that parents felt their child had received from participating in the program are listed in Table 7.

Table 7
Benefits to Child

Benefits	% of Parents Responding Positively
Better overall health	67.9
Improved fitness	62.4
Improved Sports skills	47.2
Better School Attitude	43.6
Increased Self Esteem	32.1
Better Social Skills	31.9
Better Eating habits	30.7

The mean score of the benefit items was 3.3 items out of seven possible items listed as benefits. The sex of the child did not affect the benefit scores.

The total attitude score, based on all items suggestive of attitude was:

mean = 8.3 out of a maximum of 14.

This suggests positive parent support for the D.P.E. program.

Principal Surveys

The majority of principals surveyed had more than 3 years experience in this capacity (70%), and 5-15 years teaching experience (90%).

Most had limited physical education experience except as participants in teacher training courses (70% had one or more teacher training courses).

Only 1 principal had previous physical education teaching experience before the implementation of the project.

All principals were directly involved with the program and listed as their contributions; coaching, coordinating activities, attending D.P.E. meetings, and encouragement and support of staff and students.

All principals felt that daily physical education would benefit the students and 90% felt it would of large benefit to them.

The most frequent benefits listed were by principals.

Table 8
Pupil Benefits

Benefit	% of Cases
increased fitness level	70.0%
better overall health	40.0%
better attitude	30.0%
better academic performance	30.0%

In addition, 90% of principals felt that teachers in their school would personally benefit through increased fitness and a better overall perspective on curriculum.

Principals ranked physical education fourth in importance of subjects for all elementary grade levels.

Table 9 - Rank of Courses

JK - 6		7 & 8	
Course	Mean Ranking (out of 10)	Course	Mean Ranking (out of 10)
Language	1.6	Religion	2.1
Religion	2.1	Language	2.5
Mathematics	2.7	Mathematics	2.6
Physical Education & Health	3.9	Physical Education & Health	4.3

The principals of the pilot schools had moderate (30%) or considerable (70%) enthusiasm over the daily physical education program in their schools.

Teacher Opinion Surveys

The majority of the 124 teachers surveyed had 6 years or more experience in teaching (71.8%).

Most had no degree or diploma in physical education (92.6%) and 90.7% had no previous physical education experience. Teacher training courses account for the only physical education course taken with 58% of teachers taking one or more of these courses.

Most respondents indicated that they were participating in out of school activities to keep fit (79.3%) and 90.7% felt that the DPE program was of some benefit to themselves. Table 10 lists the most frequently indicated personal benefits.

Table 10 - Teacher Benefits

Benefits	% of Cases
improves condition	81.3
better rapport with students	31.3
better overall health	25.0
enjoy the day more	11.5
gain phys. ed. experience, can set up better programs	8.3
reduce stress	7.5
more positive overall attitude	6.3
increased confidence in teaching phys. ed.	6.3

All respondents felt that the program was of at least some benefit to students. Listed most frequently as pupil benefits, (as in the cases of the parents and principals), was that it improved the condition of the students, made the student more alert, and released tension.

Also listed as benefits were improved learning skills. These included improved listening skills, better mental capabilities and a higher level of academic performance. Behavioural aspects of the students such as attitude towards the school were also noted to have improved.

Teachers ranked physical education fourth in importance after language (1), mathematics (2), and religion (3).

The attitude scale constructed gave a mean score of 3.23 positive replies out of a possible 6 items. A much greater percentage of teachers replied favourably when asked directly about their enthusiasm towards the program: 86.6% of teachers had some, moderate or considerable enthusiasm towards daily physical education.

Activity Monitoring Forms: Teacher and Principal Logbooks

Table II indicates the most popular activities for daily physical education classes that teachers listed.

Table II - D.P.E. Activities

Activity	% of Responses
Aerobics - using VCR tapes	13.8
X-Country running/running	10.5
Aerobics - using records	10.4
Circuit training	6.5
Warm Ups (stretching, bending)	6.4
Volleyball	5.1
Basketball	4.4
Skating	4.4
Dodgeball, Bordenball, Kickball	3.1
Ball Skills (kicking, passing, ball control)	2.6
Gymnastics	2.4
Canada Fitness Awards Testing	1.9
Activity Stations (balls, hoops, etc.)	1.8
Obstacle Courses	1.5
Cooperative Games (musical chairs, relays)	1.5
Creative Movement (Tumbling)	1.4
Soccer	1.3

A breakdown of activity by grade shows that the younger grades concentrated more heavily on aerobics using VCR tapes and records. At the older grade levels, aerobics while still popular was replaced as the top activity by track and cross-country running. Also popular at the higher grade levels were basketball and circuit training.

Balance (24.7%), coordination (28.6%) and endurance (21.4%) are listed as the primary fitness areas targeted, with speed (10%) and strength (12.6%) listed as secondary targets.

The activity time for the program had a distribution of 10 to 60 minutes with a mean of approximately 20 minutes (51.5% of responses). Fifteen minutes was the next highest with 13.8% of responses.

The gym was used most frequently (50.5% of the time) for DPE activities, with the classroom and schoolground being used most frequently as alternatives at 37.4% and 27.7% of the time respectively.

Individual school usage of their facilities varied depending on facilities available. Most schools reported that their gym as used heavily and that it was overcrowded. Alternative rooms ranged from the hallways to the classrooms.

Table 12 shows the breakdown of facilities used for daily physical education by school.

Table 12 - Facility Usage By School

School	School Size	Gym Size	Usual Activity Location		Alternate Location	
St. Francis of Assisi	Large	Small	Classroom Schoolground	84.1% 13.6%	Schoolground Classroom	59.1% 11.4%
St. Pius X	Small	Small	Gym Schoolground	89.4% 5.5%	Classroom Schoolground	49.5% 40.2%
St. Bartholomew	Small	Small	Gym Schoolground	85.0% 11.3%	Schoolground Gym	62.3% 34.0%
St. Jerome	Large	Small	Gym Portable	33.9% 19.3%	Classroom Schoolground	64.3% 18.5%
St. Agnes	Small	Med.	Gym	77.2%	Schoolground	43.9%
St. Columba	Large	Med.	Gym Classroom	51.2% 28.6%	Gym Classroom	26.1% 25.0%
St. Leo	Med.	Large	Gym Classroom	42.9% 26.5%	Classroom Hall	37.6% 25.3%
St-Jean de Lalande	Med.	Large	Gym Schoolground	76.7% 20.0%	Schoolground Classroom	80.0% 20%

In 87% of the cases, the teacher was in charge of the class. 9.3% of the classes were directed by students.

The principal's activity monitoring forms served as an indicator of the level of vigor of the daily activities. Most activities monitored were reported as vigorous, however many activities do not fall under the definition of vigorous.

For example skills training while an important component of daily physical education, does not always provide vigorous activity.

For baseball, participants may play for half an hour, while receiving only a few minutes of vigorous activity.

Implementation & Development

Resource Teacher's Logbook
Principal's Logbook
Information Reports

Program objectives as directed by the resource teachers were:

JK	- Introduction to fitness/participation
Primary	- Increasing fitness levels
Junior	- Cardio-vascular training
Intermediate	- skills-training/committment to personal fitness

Initial contacts with the principals and staff by the resource teachers centered on orientation to the D.P.E. program and establishing timelines for initiating the program, scheduling and presentations of activities

After the program had started, resource teachers:

- presented activities which could be included in D.P.E
- arranged guest speakers to present activities i.e. Ministry of Tourism & Recreation presented "FIT TREK"
- discussed progress of program
- provided teachers with records & information related to physical education
- set up plans for future direction in lesson planning

Program Revisions

The most frequently mentioned problems in the operation of the D.P.E. program were shortages of space, lack of variety in program and equipment an the additional paperwork required. It should be noted however that space and equipment shortage problems existed before the implementation of the program and that the introduction of D.P.E. only served to high light or intensify the lack.

These problems were somewhat alleviated through staff contacts with the resource teachers, who provided assistance in more fully utilizing the available space and equipment.

Table 13 provides a partial list of the problems that arose in the implementation of the program and the revisions made to correct these problems.

Table 13 - Program Revisions

Outline of Concern	Program Adaptation
-children not in appropriate clothes	-expectations outlined in parents newsletter -schools established a gym uniform for the school
-children did not all have skates to use community rink	-parents ran a successful skate exchange
-weather too cold to run outside, lack of indoor facilities	-resource teacher presented in-class stretching exercises
-repetitiveness of activities in Circuit Stations	-new activities in stations periodically introduced
-no changerooms	-used washrooms, teachers coordinated classes moving in and out

To relieve some of the paperwork required, a new monthly teachers' logbook was developed. This reduced the number of sheets from four to one per month.

Another problem that arose was that gym equipment, such as soccer balls, utility balls and volleyballs wore out more quickly than in previous years. This is a result of the increased usage of the equipment .

In addition some pilot schools have changed their daily physical education schedule to 4 days per week for the intermediate grades because of scheduling problems at this level.

Discussion:

One of the most important factors in determining the success of the program was teacher and principal enthusiasm and commitment towards Daily Physical Education.

In the pilot schools with a large degree of teacher and principal enthusiasm, the resource teacher and especially the resource materials were used more extensively and problems in implementing the program were minimized.

In addition, the D.P.E. program worked well in schools that had worked out a yearly timetable. These timetables were broken down by season, and provided teachers with a program that they could follow without a significant amount of extra after- school work.

In general, the program has received positive support from the staff of the pilot schools.

The students of the pilot schools enjoy the program and list as benefits increased fitness levels, improved attitudes towards school and better academic performances.

Parents are enthusiastic about having their child in the program and felt that daily physical activity was an important contribution the their child's overall education.

Most timetabling and other problems were corrected during the initial stages of the implementation of program. Resource teachers have served to alleviate some of the problems created by any lack of facilities or equipment through in-school visits and provision of D.P.E. resource materials. To maintain constant variety in the program, resource teacher - staff discussions and presentations on alternative activities and locations need to be an ongoing process throughout the pilot phase of the program.

The program was implemented in the schools without additional cost to the Board however a percentage increase in the equipment budget could be included to reflect increased usage and thus wear on their equipment.

Increased funding for these schools would serve to increase the replacement rate of consumable goods (i.e. soccer balls) and to allow greater flexibility in variety of equipment. For example, more winter activities could take place if schools had greater access to cross-country skies, snowshoes etc.

Most principals and teachers felt that the program had not been a detriment to other areas of curriculum. In the intermediate level grades, scheduling has been more difficult, however the schools have managed to insert daily physical activity into their program. In addition the benefits of daily physical activity, including improved listening skills and increased alertness have tended to compensate and compliment other areas of curriculum.

The exact structure of a daily physical education program in M.S.S.B. schools will vary from school to school depending on the facilities that are available. In general, the program has received positive support from those involved and has led to a greater awareness of the importance of daily physical education among students, staff and parents.

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APPENDIX A

Documents:

Summary of Daily Physical Education by School

St. Jerome
- use Body Works, skating, running outside (stretching in class in bad weather), Canada Fitness pre and post-tests
- have extra-curricular teams in soccer, track and field, tennis etc. as part of D.P.E.
- teachers are given 1 year D.P.E. schedule divided into 3 seasonal sections
- all teachers follow similar schedule, built-in support system
- facilities are limited; washrooms used as change rooms, can't use gym everyday
- staff committee meets formally once a month and holds informal meetings more frequently

St. Agnes
- each class gets 4 thirty-minute gym periods a week; the fifth day is given over to house leagues
- 2 day skills skill training, 1 day Body Works, 1 day Canada Fitness training
- teachers given 1 year seasonal D.P.E. schedule to follow
- use the same program as St. Jerome
- adequate facilities

St. Leo
- teachers have been given carte blanche to begin with, set own timetables and objectives
- indoor facilities are fairly adequate, but there are limited outdoor facilities
- could use greater variety of equipment
- skating rink 5 minute walk from school

St. Columba
- each class gets 2 forty-minute gym periods a week; facilities are limited, especially in winter when there is no space for the intermediate program
- the intermediate grades are in portables
- have extra-curricular teams
- need greater variety of activities and equipment

Father Serra
- daily outdoor running program
- four special classes of trainable retarded have been included in the program and appear to have progressed
- the program has had a calming effect on the school
- adequate facilities

St. Pius X
- program running two years; have been able to provide variety
- limited facilities; a standby program is used when the gym is not available because of concerts etc.
- large changerooms, no showers
- require screening for health problems (e.g., asthma)
- difficulty getting enough staff time for testing
- concerned that Canada Fitness tests do not measure endurance; have designed own tests

St. Bartholomew
- 30 minutes a day in gym
- warm-up (5-10) min., skills, exercise, cool down (2 min)
- no major problems, but lack of variety in equipment
- had to overcome students' initial impression that phys. ed. is a game
- teachers develop schedule with guidelines from the resource teacher

St. Francis of Assisi
- limited outdoor facilities
- the gym is too small to accommodate all phys. ed. activities, so the fitness activities of the Daily Phys. Ed. program are carried out in classrooms and hallways; consequently there is a problem with noise from shifting desks and so on
- students getting 20 minutes a day in addition to regular program 80-90 minutes a week
- one full time physical education teacher

St. Jean de Lalande
- School divided into 4 exercise groups
- 90 students in gym at one time
- classroom teacher support for the four teachers putting on the program (1983-84 only)
- in March started a three-day activity cycle and involved all teachers
- smaller number of students in gym now
- fourth day is used for games; i.e. soccer, basketball
- no changerooms available

Table 14

Daily Physical Education Project

Forms Checklist

Forms	Recommended Timeline
Teacher Logbook	Submit weekly to office and forward at end of each week or month.
Principal's Logbook a) Problems/Changes in DPE Operation Form b) Activity Monitoring Form	Where entries are made, forward forms at the end of each month.
Student Physical Fitness Log (Optional)	Employ at option of the school/teacher.
Resource Teacher's Logbook a) Staff Contract Form b) Program Revision Form	Where entries are made, forward forms at end of each month.
Principal's DPE Information Report: Fall 1983	Forward within one month of commencement of DPE project.
Resource Teacher's DPE Information Report: Fall 1983	Forward within one month of the commencement of the DPE project.
Pupil and Parent Attitude Surveys	Forward as they are completed.
Principal and Teacher Attitude Surveys	Forward as they are completed.

PUPIL ATTITUDE SURVEY (JK, SK, 1)

DAILY PHYSICAL EDUCATION PROGRAM

School _____ Grade _____

Direction: Teacher

Please hand out the accompanying pupil survey forms to your class. We are interested in the attitudes of your pupils towards exercising and games (physical education). Read out each statement (with explanations where necessary) and ask the pupils to circle the "face" which best represents the way they feel about the statement. Please return pupil survey to the office with this sheet, indicating school and grade.

	YES	NO	DON'T KNOW
1. I like to run.			
2. Playing games with others where we move around a lot or run, is fun.			
3. Exercising everyday is good for you.			
4. I would rather play quiet games than games where I move around alot.			
5. I am strong.			
6. When I play a game that makes me run, I get tired fast.			
7. I don't like sports.			
8. A person should exercise to be healthy.			
9. I don't like to sweat.			

	YES	NO	DON'T KNOW
10. I feel good after I play hard.			
11. If I can, I want to play on a baseball/hockey/volley-ball team some day.			
12. Exercising everyday is not good for anyone.			
13. I would like to learn to skate/swim well.			
14. I would rather watch TV than play a game where I run and jump a lot.			

PUPIL ATTITUDE SURVEY (2, 3)

DAILY PHYSICAL EDUCATION PROGRAM

PUPIL (grades 2 and 3)

School _____ Grade _____ Sex: Girl ___ Boy ___
(please check one)

Direction

Please read carefully. We wish to know what you think about physical education. For each statement, please circle the answer you like best. This is not a test. There are no right or wrong answers.

		Yes	No	Don't Know
1.	I like physical education classes at school.	1	2	3
2.	I think physical education should not be taken at school.	1	2	3
3.	Daily physical exercise is good for my overall health.	1	2	3
4.	I take physical education only because I have to.	1	2	3
5.	Doing some physical education activities with others is fun	1	2	3
6.	People get enough exercise just doing their everyday work.	1	2	3
7.	Physical education is one of the more important subjects I take in school.	1	2	3
8.	I like to join in school sports activities	1	2	3
9.	I am physically fit.	1	2	3

	Yes	No	Don't Know
10. I hope to try out for a school team this year.	1	2	3
11. I'm not very physically active outside of school	1	2	3
12. Everyone who is able should have to take physical education.	1	2	3
13. I would like to have a physical education class everyday at school.	1	2	3
14. What I learn from physical education does not do me much good.	1	2	3
15. I usually enjoy most sports I try.	1	2	3
16. I don't play sports outside of school very often.	1	2	3
17. I am strong.	1	2	3
18. If I exercised everyday I would feel healthier.	1	2	3
19. I dislike physical activities.	1	2	3
20. Physical education does more harm then good to one's body.	1	2	3
21. There should be more time for physical education activities during school hours.	1	2	3
22. I plan to join in a school sports activity this school year.	1	2	3
23. When I exercise daily, I feel better about myself.	1	2	3
24. I would take a physical education class everyday only because I have to, not because I want to.	1	2	3

OPINION SURVEY: PHYSICAL EDUCATION/SEPT.'83

PUPIL (INTERMEDIATE)

School _____ Grade _____

Directions. Please Read Carefully. Below you will find questions about physical education and fitness. These questions are a survey of your opinions about physical activity. This is not a test so there are no right or wrong answers. Please answer every question as you really feel about it. Some questions require that you circle the number beside the answer you feel is most accurate. Other questions require that you answer with a brief statement.

1. How often do you take physical education class?

   1. Every day
   2. Several times per week
   3. Several times per month
   4. About once per month
   5. Almost never

2. How much do you enjoy your physical education class?

1	2	3	4	5
never enjoy	rarely enjoy	sometimes enjoy	usually enjoy	most always enjoy

3. What reasons can you give for enjoying your physical education classes?

   (please list up to 3 only)

   1. _____
   2. _____
   3. _____

4. What reasons can you give for not enjoying your physical education classes. (please list up to 3 only)

   1. _____
   2. _____
   3. _____

5. How physically active are you in your everyday life?

1	2	3	4	5
Not active	Rarely active	Sometimes active	Usually active	Highly active

6. How physically fit are you?

1	2	3	4
Not fit	Somewhat fit	Fit	Quite fit

7. Last year did you participate in intra-mural activities?

1	2	3
Not sure	Yes	No

8. What intra-mural activities did you participate in? (list up to 4 only)

1. _____
2. _____
3. _____
4. _____

9. How much did you enjoy the intra-mural activities you took part in?

1	2	3	4	5
Never enjoy	Rarely enjoy	Sometimes enjoy	Usually enjoy	most always enjoy

10. What reason(s) can you give that might have kept you from participating in intra-mural activities last year? (list up to 3 in point form)

1. _____
2. _____
3. _____

11. Do you plan to participate in intra-mural activities this year?

1	2	3	4
Yes	No	Maybe	Don't know

12. Last year did you participate in any extra-curricular sports?

1	2	3
Yes	No	Tried out

13. If you played on a school team how often did you enjoy the extra-curricular sporting activities?

1	2	3	4	5
Never enjoy	Rarely enjoy	Sometimes enjoy	Usually enjoy	Most Always enjoy

14. Do you plan to participate in extra-curricular sporting activities this year?

1	2	3	4
Yes	No	Perhaps	Don't know

15. Aside from school sports and physical activities, what other physical activities do you participate in to keep active and fit? (list up to 3 only)

1. _____
2. _____
3. _____

16. Do you think that everyone who is able should have to take physical education?

1	2	3
Yes	No	Don't know

17. Do you like the idea of having a daily physical fitness class during school hours?

1	2	3	4	5
Dislike	Don't care	Don't mind	Like	Like very much

18. Do you think you might benefit by taking part in a daily physcial fitness class during school hours?

1	2	3	4
No benefits	few benefits	Some benefits	Many benefits

19. How do you think a daily fitness class might help you? (please list up to 3)

1. _____
2. _____
3. _____

20. When you exercise do you prefer individual activities (eg. running, swimming, callisthenics, gymnastics, dancercize) or team activities (eg. basketball, baseball, floor hockey)?

1	2	3	4
Prefer individual activities	prefer team activities	No preference (like one type as well as the other)	No preference (dislike both types)

21. To what extent do you feel that daily physical exercise is good for your overall health?

1	2	3	4	5
Not good at all	Very little good	Somewhat good	Quite good	Essential

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
22. I think physical education should be dropped from the school program.	1	2	3	4	5
23. I take physical education only because I have to.	1	2	3	4	5
24. Doing some physical education activities with others is fun.	1	2	3	4	5
25. People get enough exercise just doing their daily work.	1	2	3	4	5
26. Physical education is one of the more important subjects I take in school.	1	2	3	4	5
27. What I learn from physical education does do me alot of good.	1	2	3	4	5
28. I usually enjoy most sports I try.	1	2	3	4	5
29. I rarely participate in sports outside of school.	1	2	3	4	5
30. I am strong.	1	2	3	4	5
31. If I exercised every day I would feel healthier.	1	2	3	4	5
32. I like physical activities.	1	2	3	4	5
33. Physical education does more harm then good to one's body.	1	2	3	4	5
34. There should be more time set aside for physical education activities during school hours.	1	2	3	4	5
35. When I exercise daily, I feel better about myself.	1	2	3	4	5
36. I would take a physical education class every day only because I have to, not because I would want to.	1	2	3	4	5
37. I can run quite fast	1	2	3	4	5

PARENT ATTITUDE SURVEY:
PHYSICAL EDUCATION
SEPTEMBER, 1983

Sex of Respondent Male ____ Female ____

Directions

. Please complete this opinion survey concerning daily physical education for your oldest child who attends this school. Do not complete more than one survey.

. Please circle the one response that you feel is most appropriate, to each of the following questions.

. To maintain confidentiality please return this survey to the school unsigned, within one week of receipt.

1.a What grade is your child in?

JK SK 1 2 3 4 5 6 7 8 other _____

b What sex is the child: Male _____ Female _____

2. Do you think that physical education programs at the school make an important contribution to your child's overall education.

1	2	3
Little or no contribution	Some contribution	Important contribution

3. Do you believe that regular physical exercise contributes to your child's overall health and well being?

1	2	3
Little or no contribution	Some contribution	Important contribution

4. Other than physical education classes, how many house league or school team sports is your child usually involved in at the school?

0	1	2	3	4
Not sure	None	One or two	Three or four	Greater than five

5 How physically active (meaning taking part in sports and/or activities that exercise the body) is your child outside of school?

0	1	2	3	4
Not sure	Not active	Sometimes active	Usually active	Always active

6. Does your child enjoy physical activities?

0	1	2	3
Not	Yes	Sometimes	No

7. Do you agree with the idea of your child participating in a daily physical education class during school hours?

0	1	2	3
Not sure	Yes	Perhaps	No

8. a) What do you feel would be the benefits from your child's participation in daily physical education. Please circle any of the following benefits you believe may result.

1. better overall health
2. increased self esteem
3. better social skills
4. improved physical fitness
5. better attitude to school and school work
6. better eating habits
7. improved athletic skills
8. other _____

_____

9. Do you have any reservations concerning your child's participation in a daily physical education program.

1. Yes 2. No

If yes, please specify

_____

_____

_____

_____

Thank you for your cooperation

OPINION SURVEY: PHYSICAL EDUCATION/SEPT.'83

TEACHING STAFF

School _____ Region _____

Directions The following questions comprise a survey of your general opinion/attitudes regarding physical education and the daily physical education project to be implemented in your school. Please answer all appropriate questions and do not sign your name to the questionnaire. Please circle the answer (i.e , number) of your choice for the majority of questions; instructions are provided for the other questions.

1. What grade(s) are you teaching this year? (Please write in full)

_____

2. How long have you been teaching?

1	2	3	4	5
New teacher	one year	2 to 5 years	6-10 years	over 10 years

3. Do you hold a diploma or degree in physical education?

1. Yes (go to question 5) 2. No

4. If you have no diploma or degree in physical education, how many courses or training sessions have you had in physical education?

	Number of courses				
. university courses	0	1	2	3	4+
. Summer school courses	0	1	2	3	4+
. armed forces courses	0	1	2	3	4+
. teacher training courses	0	1	2	3	4+
. coaching or refereeing	0	1	2	3	4+
. other (please list)	_____				

5. (a) Have you had previous teaching responsibilities wherein your teachi day consisted primarily of teaching physical education?

1 Yes 2 No (go to question 6)

(b) If yes did you find these responsibilities enjoyable?

1	2	3	4	5
Not enjoyable	Rarely enjoyable	Occasionally enjoyable	Usually enjoyable	Most always enjoyable

6. (a) Do you have present teaching responsibilities wherein your teaching day consists primarily of teaching physical education?

1 Yes 2 No (go to question 7)

(b) If yes please indicate the percentage of teaching time per week you have committed to physical education activities with pupils?

1	2	3	4
up to 50%	51-70%	71-90%	91-100%

(c) If yes do you find these classes enjoyable?

1	2	3	4	5
Not enjoyable	Rarely enjoyable	Occasionally enjoyable	Usually enjoyable	Most always enjoyable

7. (a) If you have physical education responsibilities as part of your regular teaching load, how often do you hold such classes with your pupils?

1	2	3	4	5
daily	3/4 times per week	once/twice week	less than once a week	never

8 (a) Do you participate in physical activities or sports beyond your teaching responsibilities?

1 Yes 2 No (go to question 9)

(b) If yes please indicate which activities

Individual activities	01 jogging	06 swimming	10 golf
	02 cycling	07 track & field	11 skiing
	03 weight training	08 self-defence eg. judo, boxing	12 skating
	04 yoga		
	05 callisthenics	09 dancercize	13 canoeir
Team activities	14 baseball	17 hockey	
	15 basketball	18 vollyball	
	16 football	19 soccer	
Court sports	20 tennis	22 raquetball	
	21 handball	23 squash	

Others (please list) _____

(c) On average, how often do you participate in any of the above physical activities?

1. Daily
2. Several times per week
3. Several times per month
4. About once a month
5. Less than once per month
6. Almost never

9. To what extent do you consider yourself physically fit?

1	2	3	4	5
Completely Unfit (desperate condition)	Unfit (poor condition)	Average (so-so condition)	Fit (good condition)	Most fit (olympic condition)

10. Please rank in order of priority (from 1 to 12), the programs most essential to the education of your pupils, from the list of current programs provided below. (Rank only the programs applicable to your pupils

	Priority List
Music	_____
Visual arts	_____
Mathematics	_____
Religion	_____
Social studies	_____
Physical and Health education	_____
Language arts	_____
French	_____
Family life	_____
Industrial arts	_____
Science	_____
Family studies	_____
History	_____
Geography	_____

11 (a) To what extent do you feel that a daily physical education would benefit your pupils?

1	2	3	4	5
No benefit	Little benefit	Some benefit	Moderate benefit	Considerable benefit

(b) What major benefits do you expect your pupils to gain from a daily physical education program? (please list up to 3 in point form).

1. _____

2. _____

3. _____

12. (a) Do you feel that you will benefit personally or professionally from teaching daily physical education?

1	2	3	4	5
Most unlikely benefit	Probably Not benefit	Possibly benefit	Likely benefit	Definitely benefit

(b) If you circled 3, 4 or 5 above, what benefit(s) do you think you will gain? (please list up to 3 in point form).

1. _____

2. _____

3. _____

13. To what extent are you enthusiastic about teaching daily physical education?

1	2	3	4	5
No enthusiasm	Little enthusiasm	Some enthusiasm	Moderate enthusiasm	Considerable enthusiasm

OPINION SURVEY: PHYSICAL EDUCATION

PRINCIPALS/VICE-PRINCIPALS

Directions The following questions comprise a survey of your general opinion/attitudes regarding physical education and the daily physical education project to be implemented in your school. Please answer all appropriate questions and do not sign your name to the questionnaire. Please circle the answer (i.e , number) of your choice for the majority of questions; instructions are provided for the other questions.

1. How long have you been a principal/vice-principal?

1	2	3
under 3 years	3-10 years	10 years +

2. How long did you teach in the classroom?

1	2	3	4
under 5 years	5-10 years	10-15 years	15 years +

3. Do you hold a diploma or degree in physical education?

1. Yes (go to question 5) 2. No

4. If you have no diploma or degree in physical education, how many courses or training sessions have you had in physical education?

	Number of courses				
. university courses	0	1	2	3	4+
. Summer school courses	0	1	2	3	4+
. armed forces courses	0	1	2	3	4+
. teacher training courses	0	1	2	3	4+
. coaching or refereeing	0	1	2	3	4+
. other (please list)					

5. (a) Have you had previous teaching responsibilities wherein your teachin day consisted primarily of teaching physical education?

1 Yes 2 No (go to question 6)

(b) If yes did you find these responsibilities enjoyable?

1	2	3	4	5
Not enjoyable	Rarely enjoyable	Occasionally enjoyable	Usually enjoyable	Most always enjoyable

the physical education program or school sports programs eg. teaching, coaching, organizing?

1	2
YES	NO

(b) If yes please outline your contribution(s) (List up to 3 in point form)

1. _____
2. _____
3. _____

7 (a) Do you participate in physical activities or sports beyond your teaching responsibilities?

1 Yes 2 No (go to question 9)

(b) If yes please indicate which activities

Individual activities	01 jogging	06 swimming	10 golf
	02 cycling	07 track & field	11 skiing
	03 weight training	08 self-defence eg. judo, boxing	12 skating
	04 yoga		
	05 callisthenics	09 dancercize	13 canoeing
Team activities	14 baseball	17 hockey	
	15 basketball	18 vollyball	
	16 football	19 soccer	
Court sports	20 tennis	22 raquetball	
	21 handball	23 squash	

Others (please list) _____

(c) On average, how often do you participate in any of the above physical activities?

1. Daily
2. Several times per week
3. Several times per month
4. About once a month
5. Less than once per month
6. Almost never

8. To what extent do you consider yourself physically fit?

1	2	3	4	5
Completely Unfit (desparate condition)	Unfit (poor condition)	Average (so-so condition)	Fit (good condition)	Most fit (olympic condition)

9. Please rank in order of priority (from 1 to -) the programs most essential in your view to the education of your pupils, from the list of current programs provided below.

JK-6		7 & 8	
Music	____	Music	____
Visual Arts	____	Visual Arts	____
Mathematics	____	Mathematics	____
Religion	____	Religion	____
Social Services	____	History	____
Physical and Health Ed.	____	Physical and Health Ed.	____
Language Arts	____	Science	____
Family Life	____	Language Arts	____
Science	____	French	____
French	____	Industrial Arts	____
		Family Studies	____
		Geography	____

10.(a) To what extent do your feel that a daily physical education would benefit your pupils?

1	2	3	4	5
No benefit	Little benefit	Some benefit	Moderate benefit	Considerable benefit

(b) What major benefits do you expect your pupils to gain from a daily physical education program? (please list up to 3 in point form).

1._____

2._____

3._____

11.(a) Do you feel that your teachers will benefit personally or professionally from teaching daily physical education?

1	2	3	4	5
Most likely not	Probably not benefit	Possibly benefit	Likely benefit	Definitely benefit

(b) If you circled 3, 4 or 5 above, what benefit(s) do you think you will gain? (please list up to 3 in point form).

1._____

2._____

3._____

12. To what extent are you enthusiastic about managing daily physical education in your school

1	2	3	4	5
No enthusiasm	Little enthusiasm	Some enthusiasm	Moderate enthusiasm	Considerable enthusiasm

PRINCIPAL LOGBOOK: SECTION I

Sample Pilot-School
Phys. Ed. Timetable

Gym Use Schedule

9.10 -	9.30	Gr. 2	9.30 -	9.50	Gr. 3	9.50 -	1.10	Gr. 1
10.10 -	10.30	SK	10.50 -	11.10	JK	11.10 -	11.55	Gr. 4
1.10 -	1.40	Gr.4/5	1.45 -	2.10	JK	2.10 -	2.30	SK
2.45 -	3.40	Gr.6/7 - 7/8 alternately 6 day cycle						

PROBLEMS/CHANGES IN DPE OPERATION FORM:

PRINCIPAL'S/VICE-PRINCIPAL'S LOGBOOK/SECTION 2

School Name _____ School Number _____ Region _____

Date	Outline of Problem/ Concern	Present Situation	Changed Situation	Effectiveness of Change (Does it solve the problem/concern)

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55

PLEASE FORWARD AT THE END OF EACH MONTH TO THE RESEARCH DEPARTMENT (CEC)

ACTIVITY MONITORING FORM: PRINCIPAL'S LOGBOOK/SECTION 3

School Name _____ School Number _____ Region _____

Class _____ Grade _____ Date Visited _____
day month year

1. NAME OF ACTIVITY _____ ACTUAL TIME BEGIN _____ TIME FINISH _____

2. LOCATION OF ACTIVITY gymnasium ___ classroom ___ hall ___ vacant room _____
specify
school playing field ___ school yard ___ community park ___
other
specify

3. TO WHAT EXTENT DOES THE ACTIVITY APPEAR TO BE 'VIGOROUS' DURING THE ACTIVITY PERIOD? (Please circle the appropriate response)

1	2	3	4	5
NOT VIGOROUS	SELDOM VIGOROUS	SOMETIMES VIGOROUS	LARGELY VIGOROUS	CONTINUALLY VIGOROUS

4. IN YOUR VIEW, TO WHAT EXTENT DOES THE ACTIVITY VIEWED INVOLVE THE DEVELOPMENT OF THE FOLLOWING FITNESS AREAS. (Please circle appropriate response).

	NOT INVOLVED	A LITTLE INVOLVED	MODERATELY INVOLVED	VERY INVOLVED	PREDOMINANTLY INVOLVED
Coordination (flexibility, agility balance)	1	2	3	4	5
Strength/Power	1	2	3	4	5
Endurance/Stamina	1	2	3	4	5
Speed	1	2	3	4	5

PLEASE FORWARD AT THE END OF EACH MONTH TO THE RESEARCH DEPARTMENT (CEC)

Principal's D.P.E. Information Report

Introduction

It is expected that descriptive information provided by this report will assist in developing an illustrative school profile which may prove helpful to other principals who are considering introducing daily physcial education in their schools. This report will complement statistical information about the school contained on the Student Data File.

Principals are asked to provide information for the items outlined below, and where applicable, to describe the potential influence on the implementation of daily physical education activities. The report should be forwarded to the Research Department within one month of the beginning of the daily physical education program.

1. Provide a description of the school 'physical plant' (old/new, substandard/adequate etc.)

2.(a) List and briefly describe all active school organizations eg. sports, drama, school council, etc.

(b) Relate the extent of staff involvement with there organizations eg. approximate hours per week.

(c) Note the approximate number of pupils involved in each of these activities.

3. List and briefly describe other Board projects or studies the school may be involved with.

4. Should you wish, please provide any additional comments related to your school and the implementation of daily physical education.

DESCRIPTION OF PLANNED REGULAR PHYSICAL EDUCATION PROGRAM: 83/84
(RESOURCE TEACHERS'S PHYSICAL EDUCATION INFORMATION REPORT/SECTION 1)

Name of Resource Teacher _____ School _____ Region _____

Program Area	JK/SK if applicable	PRIMARY	JUNIOR	INTERMEDIATE
1. Program Objectives (General)				
2. Physical Education Class Activity/ Program (Fitness/ Skills/ Nutrition/ Health)				
3. House League Activities				
4. Interschool Activities/ School Teams (tournaments, meets, etc.)				
5. Special Event Days (swimming, skiing, skating etc.)				

Please return to Research Department Once Per Term or Once Per Year (depending on school planning)

60

KT1

DESCRIPTION OF PLANNED DAILY PHYSICAL EDUCATION PROGAM COMPONENTS: 83/84

(RESOURCE TEACHERS'S PHYSICAL EDUCATION INFORMATION REPORT/SECTION 2)

Name of Resource Teacher _____ School _____ Region _____

1. Communications — Date of Contact — Method of Contact — Result of Contact

a) PARENT

b) PUPIL

2. FACILITIES

a) Inside School (types of space available for use)

b) Outside School (school yard/grounds)

c) Community (Types of facilities in proximity of school)

3. RESOURCES

a) Equipment (Insert inventory)

b) Staff (Qualifications/Background of staff providing general resoure assistance and nature of assistance)

56

61

62

RT2

STAFF CONTACT FORM:

RESOURCE TEACHER'S LOG BOOK

Name of Resource Teacher _____ School _____ Region _____

Date	Contact Person(s) Teacher/Principal/V. Principal	Grade (where applicable)	Subject/Nature of Contact

Please forward to Research Department at the end of each month

RTS

PROGRAM REVISION FORM: RESOURCE TEACHER'S LOGBOOK

Name of Resource Teacher _____ School _____ Region _____

Date	Grade(s)	Reason for Program Revision	Present Program Description	Revised Program Description	Effectiveness of Revision

65

66

PLEASE FORWARD TO RESEARCH DEPARTMENT AT THE END OF EACH MONTH

RT6

Physical Fitness Log

School _____

Year _____

Name _____ Birthdate _____
day/month/year

	October	January	June
Weight	_____	_____	_____
Height	_____	_____	_____

Fitness Area	Test Used	Measurement Results		
		October	January	June
Coordination Flexibility	Sit Stretch	_____	_____	_____
Balance	Stork Stand			
	Left leg	_____	_____	_____
	Right leg	_____	_____	_____
Strength	Great Grip			
	Left hand	_____	_____	_____
	Right hand	_____	_____	_____
Endurance	Benching			
	Stepping	_____	_____	_____
Speed	Shuttle Run	_____	_____	_____

Comments (Areas to work on)

October

January

June

Pilot Program Physical Education Testing

Introduction:

It is imperative that at least an 8 minute warm-up been given to each student who is being tested. The muscles need to be warm before they can stretch and flex to their greatest ability. Although this testing is only an approximation of fitness, students should never be tested with cold muscles.

Testing Areas:

1. Flexibility (Co-ordination) Sit stretch

   Equipment: metric rulers

   Procedure: Student sits on the floor, legs and feet together, knees straight and toes flexed upwards. Student reaches hands to feet by bending trunk of body forwards.

   Recording: Ruler is used to measure the distance
   (a) past the feet the fingers extend
   (b) between the fingers which do not reach the feet & the feet

2. Balance (Co-ordination) Stork Stand

   Equipment: stop watch/digital watch

   Procedure: with eyes closed, hands on hips, students stand on one leg with the other foot pressed against the inside of the supporting leg. Repeat with the other leg.

   Recording: Count the number of seconds balance is kept on each foot.

3. Strength/Power Great Grip

   Equipment: 1 grip dynometer

   Procedure: Student takes hold of grip dynometer in one hand and squeezes as hard as possible. Repeat with the other hand.

   Recording: Measurement is recorded as seen on the grip dynometer.

4. Endurance (Bench Stepping)

Time Allocated: 3 minutes

Equipment: benches

Procedure: Start with both feet on the floor. The right foot steps up onto the bench, then the left foot steps up. The right foot steps down to the floor and the left foot follows. Repeat for the total 3 minutes.

Recording: Count the number of times the right foot hits the bench.

5. Speed (Shuttle Run)

Time Allocated: 30 seconds

Equipment: 8 bean bags, stop watch, masking tape, metric tape

Procedure: Apply to floor to make a starting line and finishing line 10 metres apart. Put 8 bean bags behind the finish line on the floor. Student lies on the floor, nose to the starting line. At signal stand runs, picks up one bean bag, carries it back to the starting line and then runs to pick up second and so on until the 30 seconds are up.

Recording: Count the number of bean bags at the starting line at the end of 30 seconds.

DAILY PHYSICAL EDUCATION ACTIVITIES FORM
TEACHERS LOGBOOK

SCHOOL _____ GRADE _____ CLASS _____ MONTH _____

Day	Activity Description	Fitness Areas Targeted	Location Usl.	Location Alt.	Activity Time[min]	Personnel Responsible
1. Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
2. Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
3. Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
4. Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
5. Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Directions: 1. begin completing form on the appropriate day [M.T.W.T.F.] of week #1 above.
2. enter the number of the appropriate response in the appropriate columns above.

1. Balance
2. Coordination
3. Endurance/Stamina
4. Speed
5. Strength/Power

1. Gym
2. Hall
3. Classroom
4. Portable
5. Schoolground
6. Community Facility
7. Public Park
8. Other

1. Teacher
2. Teacher Aide
3. Principal
4. Vice-Prin.
5. Student
6. Other _____

EXAMPLE:	basketball	1,2	1		17	2

APPENDIX B

KINDERGARTEN/GRADE 1
STUDENT ATTITUDE SURVEY

SCHOOL SCHOOL NAME

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
ST FRANCIS	206	211	25.9	25.9	25.9
ST PIUS X	237	61	7.5	7.5	33.4
ST JEROME	294	179	22.0	22.0	55.3
ST LEO	333	48	5.9	5.9	61.2
ST BARTHOLEMEW	334	25	3.1	3.1	64.3
ST AGNES	345	67	8.2	8.2	72.5
ST JEAN DE LALANDE	369	51	6.3	6.3	78.8
ST COLUMBA	380	148	18.2	18.2	96.9
FATHER SERRA	391	25	3.1	3.1	100.0
	TOTAL	815	100.0	100.0	

VALID CASES 815 MISSING CASES 0

FUN GAMES WITH OTHERS IS FUN

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
YES	1	587	72.0	72.9	72.9
NO	2	97	11.9	12.0	85.0
DO NOT KNOW	3	45	5.5	5.6	90.6
2-3 RESPONSES	4	76	9.3	9.4	100.0
	0	10	1.2	MISSING	
	TOTAL	815	100.0	100.0	

VALID CASES 805 MISSING CASES 10

RUN I LIKE TO RUN

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
YES	1	601	73.7	74.5	74.5
NO	2	85	10.4	10.5	85.0
DO NOT KNOW	3	17	2.1	2.1	87.1
2-3 RESPONSES	4	104	12.8	12.9	100.0
	0	8	1.0	MISSING	
	TOTAL	815	100.0	100.0	

VALID CASES 807 MISSING CASES 8

EXERC EXERCISING DAILY IS GOOD

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
YES	1	645	79.1	80.1	80.1
NO	2	75	9.2	9.3	89.4
DO NOT KNOW	3	25	3.1	3.1	92.5
2-3 RESPONSES	4	60	7.4	7.5	100.0
	0	10	1.2	MISSING	
	TOTAL	815	100.0	100.0	

VALID CASES 805 MISSING CASES 10

QUIET I PREFER QUIET GAMES

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
YES	1	525	64.4	65.7	65.7
NO	2	178	21.8	22.3	88.0
DO NOT KNOW	3	49	6.0	6.1	94.1
2-3 RESPONSES	4	47	5.8	5.9	100.0
	0	16	2.0	MISSING	
	TOTAL	815	100.0	100.0	

VALID CASES 799 MISSING CASES 16

STRONG I AM STRONG

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
YES	1	576	70.7	72.5	72.5
NO	2	124	15.2	15.6	[illegible]
DO NOT KNOW	3	59	7.2	7.4	[illegible]
2-3 RESPONSES	4	35	4.3	4.4	100.0
	0	21	2.6	MISSING	
	TOTAL	815	100.0	100.0	

VALID CASES 794 MISSING CASES 21

TIRED I GET TIRED FAST

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
YES	1	499	61.2	63.2	63.2
NO	2	216	26.5	27.3	90.5
DO NOT KNOW	3	48	5.9	6.1	96.6
2-3 RESPONSES	4	27	3.3	3.4	100.0
	0	25	3.1	MISSING	
	TOTAL	815	100.0	100.0	

VALID CASES 790 MISSING CASES 25

DISLIKE I DO NOT LIKE SPORTS

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
YES	1	435	53.4	55.1	55.1
NO	2	286	35.1	36.2	91.4
DO NOT KNOW	3	34	4.2	4.3	95.7
2-3 RESPONSES	4	34	4.2	4.3	100.0
	0	26	3.2	MISSING	
	TOTAL	815	100.0	100.0	

VALID CASES 789 MISSING CASES 26

HEALTHY EXERCISE IS HEALTHY

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
YES	1	671	82.3	84.5	84.5
NO	2	74	9.1	9.3	93.8
DO NOT KNOW	3	25	3.1	3.1	97.0
2-3 RESPONSES	4	24	2.9	3.0	100.0
	0	21	2.6	MISSING	
	TOTAL	815	100.0	100.0	

VALID CASES 794 MISSING CASES 21

SWEAT I DO NOT LIKE TO SWEAT

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
YES	1	335	41.1	43.5	43.5
NO	2	389	47.7	50.5	93.9
DO NOT KNOW	3	26	3.2	3.4	97.3
2-3 RESPONSES	4	21	2.6	2.7	100.0
	0	44	5.4	MISSING	
	TOTAL	815	100.0	100.0	

VALID CASES 771 MISSING CASES 44

PLHARD PREFER TO PLAY HARD

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
YES	1	597	73.3	76.1	76.1
NO	2	126	15.5	16.1	92.1
DO NOT KNOW	3	42	5.2	5.4	97.5
2-3 RESPONSES	4	20	2.5	2.5	100.0
	0	30	3.7	MISSING	
	TOTAL	815	100.0	100.0	

VALID CASES 785 MISSING CASES 30

TEAM I WANT TO PLAY ON A TEAM

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
YES	1	573	70.3	74.4	74.4
NO	2	123	15.1	16.0	90.4
DO NOT KNOW	3	56	6.9	7.3	97.7
2-3 RESPONSES	4	18	2.2	2.3	100.0
	0	45	5.5	MISSING	
	TOTAL	815	100.0	100.0	

VALID CASES 770 MISSING CASES 45

XNOGOOD EXERCISE DAILY IS NOT GOOD

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
YES	1	329	40.4	42.9	42.9
NO	2	374	45.9	48.8	91.7
DO NOT KNOW	3	39	4.8	5.1	96.7
2-3 RESPONSES	4	25	3.1	3.3	100.0
	0	48	5.9	MISSING	
	TOTAL	815	100.0	100.0	

VALID CASES 767 MISSING CASES 48

LEARN I WANT TO LEARN SPORTS

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
YES	1	706	86.6	92.0	92.0
NO	2	27	3.3	3.5	95.6
DO NOT KNOW	3	11	1.3	1.4	97.0
2-3 RESPONSES	4	23	2.8	3.0	100.0
	0	48	5.9	MISSING	
	TOTAL	815	100.0	100.0	

VALID CASES 767 MISSING CASES 48

TV PREFER TV TO ACTIVE GAMES

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
YES	1	470	57.7	61.5	61.5
NO	2	240	29.4	31.4	92.9
DO NOT KNOW	3	37	4.5	4.8	97.8
2-3 RESPONSES	4	17	2.1	2.2	100.0
	0	51	6.3	MISSING	
	TOTAL	815	100.0	100.0	

VALID CASES 764 MISSING CASES 51

GRADES 2 & 3
STUDENT ATTITUDE SURVEY

SCHOOL SCHOOL

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
ST FRANCIS	286	40	6.4	6.4	6.4
ST JEROME	294	114	18.2	18.2	24.6
ST LEO	333	109	17.4	17.4	41.9
ST BARTHOLEMEW	334	59	9.4	9.4	51.4
ST AGNES	345	36	5.7	5.7	57.1
ST JEAN DE LALANDE	369	95	15.2	15.2	72.2
ST COLUMBA	380	124	19.8	19.8	92.0
FATHER SERRA	391	50	8.0	8.0	100.0
	TOTAL	627	100.0	100.0	

VALID CASES 627 MISSING CASES 0

SEX SEX OF CHILD

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
FEMALE	1	297	47.4	47.4	47.4
MALE	2	329	52.5	52.6	100.0
	0	1	.2	MISSING	
	TOTAL	627	100.0	100.0	

MEAN 1.526 STD DEV .500

VALID CASES 626 MISSING CASES 1

LIKEPE LIKES PHYS ED

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
YES	1	476	75.9	76.2	76.2
NO	2	43	6.9	6.9	83.0
DO NOT KNOW	3	54	8.6	8.6	91.7
DOUBLE ANSWER	4	52	8.3	8.3	100.0
	0	2	.3	MISSING	
	TOTAL	627	100.0	100.0	

MEAN 1.491 STD DEV .961

VALID CASES 625 MISSING CASES 2

FUN PHYS ED WITH OTHERS IS FUN

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
YES	1	530	84.5	85.9	85.9
NO	2	43	6.9	7.0	92.9
DO NOT KNOW	3	37	5.9	6.0	98.9
DOUBLE ANSWER	4	7	1.1	1.1	100.0
	0	10	1.6	MISSING	
	TOTAL	627	100.0	100.0	

MEAN 1.224 STD DEV .602

VALID CASES 617 MISSING CASES 10

WORK EVERYDAY WORK IS ENOUGH EXERC

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
YES	1	247	39.4	40.4	40.4
NO	2	276	44.0	45.2	85.6
DO NOT KNOW	3	81	12.9	13.3	98.9
DOUBLE ANSWER	4	7	1.1	1.1	100.0
	0	16	2.6	MISSING	
	TOTAL	627	100.0	100.0	

MEAN 1.751 STD DEV .722

VALID CASES 611 MISSING CASES 16

IMPORT PHYS ED IS IMPORTANT

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
YES	1	347	55.3	57.3	57.3
NO	2	126	20.1	20.8	78.1
DO NOT KNOW	3	124	19.8	20.5	98.5
DOUBLE ANSWER	4	9	1.4	1.5	100.0
	0	21	3.3	MISSING	
	TOTAL	627	100.0	100.0	

MEAN 1.662 STD DEV .851

VALID CASES 606 MISSING CASES 21

PECOMPUL TAKE PHYS ED ONLY BECAUSE I HAVE TO

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
YES	1	165	26.3	26.9	26.9
NO	2	344	54.9	56.0	82.9
DO NOT KNOW	3	89	14.2	14.5	97.4
DOUBLE ANSWER	4	16	2.6	2.6	100.0
	0	13	2.1	MISSING	
	TOTAL	627	100.0	100.0	

MEAN 1.928 STD DEV .717

VALID CASES 614 MISSING CASES 13

NOPE DO NOT WANT PHYS ED

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
YES	1	123	19.6	19.8	19.8
NO	2	383	61.1	61.8	81.6
DO NOT KNOW	3	69	11.0	11.1	92.7
DOUBLE ANSWER	4	45	7.2	7.3	100.0
	0	7	1.1	MISSING	
	TOTAL	627	100.0	100.0	

MEAN 2.058 STD DEV .773

VALID CASES 620 MISSING CASES 7

PEHEALTH EXERCISE IS GOOD FOR YOUR HEALTH

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
YES	1	515	82.1	82.7	82.7
NO	2	22	3.5	3.5	86.2
DO NOT KNOW	3	52	8.3	8.3	94.5
DOUBLE ANSWER	4	34	5.4	5.5	100.0
	0	4	.6	MISSING	
	TOTAL	627	100.0	100.0	

MEAN 1.366 STD DEV .853

VALID CASES 623 MISSING CASES 4

JOIN I LIKE SCHOOL SPORTS

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
YES	1	510	81.3	85.3	85.3
NO	2	47	7.5	7.9	93.1
DO NOT KNOW	3	36	5.7	6.0	99.2
DOUBLE ANSWER	4	5	.8	.8	100.0
	0	29	4.6	MISSING	
	TOTAL	627	100.0	100.0	

MEAN 1.224 STD DEV .587

VALID CASES 598 MISSING CASES 29

FIT I AM PHYSICALLY FIT

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
YES	1	420	67.0	70.9	70.9
NO	2	49	7.8	8.3	79.2
DO NOT KNOW	3	121	19.3	20.4	99.7
DOUBLE ANSWER	4	2	.3	.3	100.0
	0	35	5.6	MISSING	
	TOTAL	627	100.0	100.0	

MEAN 1.502 STD DEV .825

VALID CASES 592 MISSING CASES 35

TRYOUT I WILL TRY OUT FOR SCHOOL TEAMS

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
YES	1	426	67.9	68.2	68.2
NO	2	85	13.6	13.6	81.8
DO NOT KNOW	3	75	12.0	12.0	93.8
DOUBLE ANSWER	4	39	6.2	6.2	100.0
	0	2	.3	MISSING	
	TOTAL	627	100.0	100.0	

MEAN 1.563 STD DEV .928

VALID CASES 625 MISSING CASES 2

INACT I AM NOT ACTIVE OUTSIDE SCHOOL

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
YES	1	190	30.3	30.7	30.7
NO	2	330	52.6	53.4	84.1
DO NOT KNOW	3	64	10.2	10.4	94.5
DOUBLE ANSWER	4	34	5.4	5.5	100.0
	0	9	1.4	MISSING	
	TOTAL	627	100.0	100.0	

MEAN 1.906 STD DEV .789

VALID CASES 618 MISSING CASES 9

ALLDAP EVERYONE SHOULD TAKE P.ED

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
YES	1	393	62.7	63.3	63.3
NO	2	122	19.5	19.6	82.9
DO NOT KNOW	3	80	12.8	12.9	95.8
DOUBLE ANSWER	4	26	4.1	4.2	100.0
	0	6	1.0	MISSING	
	TOTAL	627	100.0	100.0	

MEAN 1.580 STD DEV .868

VALID CASES 621 MISSING CASES 6

DAILYPE I PREFER DAILY P.ED.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
YES	1	481	76.7	77.6	77.6
NO	2	74	11.8	11.9	89.5
DO NOT KNOW	3	42	6.7	6.8	96.3
DOUBLE ANSWER	4	23	3.7	3.7	100.0
	0	7	1.1	MISSING	
	TOTAL	627	100.0	100.0	

MEAN 1.366 STD DEV .769

VALID CASES 620 MISSING CASES 7

NOGOOD DO NOT LEARN MUCH IN P.ED

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
YES	1	157	25.0	25.6	25.6
NO	2	370	59.0	60.3	85.8
DO NOT KNOW	3	69	11.0	11.2	97.1
DOUBLE ANSWER	4	18	2.9	2.9	100.0
	0	13	2.1	MISSING	
	TOTAL	627	100.0	100.0	

MEAN 1.915 STD DEV .692

VALID CASES 614 MISSING CASES 13

ENJOY I ENJOY MOST SPORTS

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
YES	1	514	82.0	83.7	83.7
NO	2	53	8.5	8.6	92.3
DO NOT KNOW	3	32	5.1	5.2	97.6
DOUBLE ANSWER	4	15	2.4	2.4	100.0
	0	13	2.1	MISSING	
	TOTAL	627	100.0	100.0	

MEAN 1.269 STD DEV .668

VALID CASES 614 MISSING CASES 13

NOSPORT I DO NOT PLAY SPORTS OUTSIDE SCHOOL

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
YES	1	237	37.8	38.5	38.5
NO	2	317	50.6	51.5	90.1
DO NOT KNOW	3	47	7.5	7.6	97.7
DOUBLE ANSWER	4	14	2.2	2.3	100.0
	0	12	1.9	MISSING	
	TOTAL	627	100.0	100.0	

MEAN 1.737 STD DEV .696

VALID CASES 615 MISSING CASES 12

STRONG I AM STRONG

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
YES	1	461	73.5	75.5	75.5
NO	2	52	8.3	8.5	84.0
DO NOT KNOW	3	94	15.0	15.4	99.3
DOUBLE ANSWER	4	4	.6	.7	100.0
	0	16	2.6	MISSING	
	TOTAL	627	100.0	100.0	

MEAN 1.412 STD DEV .768

VALID CASES 611 MISSING CASES 16

EXERC I SHOULD EXERC DAILY

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
YES	1	522	83.3	84.9	84.9
NO	2	36	5.7	5.9	90.7
DO NOT KNOW	3	39	6.2	6.3	97.1
DOUBLE ANSWER	4	18	2.9	2.9	100.0
	0	12	1.9	MISSING	
	TOTAL	627	100.0	100.0	

MEAN 1.273 STD DEV .708

VALID CASES 615 MISSING CASES 12

DISLIKE I DISLIKE PHYSICAL ACTIVITIES

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
YES	1	192	30.6	31.8	31.8
NO	2	366	58.4	60.7	92.5
DO NOT KNOW	3	40	6.4	6.6	99.2
DOUBLE ANSWER	4	5	.8	.8	100.0
	0	24	3.8	MISSING	
	TOTAL	627	100.0	100.0	

MEAN 1.765 STD DEV .603

VALID CASES 603 MISSING CASES 24

HARM PHYS ED DOES MORE HARM THAN GOOD

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
YES	1	114	18.2	18.8	18.8
NO	2	407	64.9	66.9	85.7
DO NOT KNOW	3	68	10.8	11.2	96.9
DOUBLE ANSWER	4	19	3.0	3.1	100.0
	0	19	3.0	MISSING	
	TOTAL	627	100.0	100.0	

MEAN 1.987 STD DEV .652

VALID CASES 608 MISSING CASES 19

TIME NEED MORE TIME FOR P.ED

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
YES	1	374	59.6	62.1	62.1
NO	2	121	19.3	20.1	82.2
DO NOT KNOW	3	93	14.8	15.4	97.7
DOUBLE ANSWER	4	14	2.2	2.3	100.0
	0	25	4.0	MISSING	
	TOTAL	627	100.0	100.0	

MEAN 1.580 STD DEV .833

VALID CASES 602 MISSING CASES 25

PLAN I PLAN TO JOIN SPORTS

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
YES	1	435	69.4	73.2	73.2
NO	2	72	11.5	12.1	85.4
DO NOT KNOW	3	78	12.4	13.1	98.5
DOUBLE ANSWER	4	9	1.4	1.5	100.0
	0	33	5.3	MISSING	
	TOTAL	627	100.0	100.0	

MEAN 1.429 STD DEV .774

VALID CASES 594 MISSING CASES 33

SELF EXERCISE BOOSTS SELF CONFIDENCE

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
YES	1	471	75.1	79.0	79.0
NO	2	40	6.4	6.7	85.7
DO NOT KNOW	3	77	12.3	12.9	98.7
DOUBLE ANSWER	4	8	1.3	1.3	100.0
	0	31	4.9	MISSING	
	TOTAL	627	100.0	100.0	

MEAN 1.366 STD DEV .756

VALID CASES 596 MISSING CASES 31

FORCE ONLY TAKE P.ED BECAUSE FORCED TO

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
YES	1	131	20.9	22.2	22.2
NO	2	353	56.3	59.7	81.9
DO NOT KNOW	3	100	15.9	16.9	98.8
DOUBLE ANSWER	4	7	1.1	1.2	100.0
	0	36	5.7	MISSING	
	TOTAL	627	100.0	100.0	

MEAN 1.971 STD DEV .662

VALID CASES 591 MISSING CASES 36

GRADES 4 TO 8
STUDENT ATTITUDE SURVEY

SCHOOL SURVEYS BY SCHOOL

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
ST FRANCIS	206	287	20.0	20.0	20.0
ST PIUS X	237	85	5.9	5.9	25.9
ST JEROME	294	269	18.7	18.7	44.6
ST LEO	333	226	15.7	15.7	60.3
ST BARTHOLEMEW	339	158	11.0	11.0	71.3
ST AGNES	345	133	9.3	9.3	80.6
ST COLUMBA	380	139	9.7	9.7	90.3
FATHER SERRA	391	140	9.7	9.7	100.0
	TOTAL	1437	100.0	100.0	

VALID CASES 1437 MISSING CASES 0

GRADE

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
GRADE 3	3	52	3.6	3.6	3.6
GRADE 4	4	259	18.0	18.0	21.6
GRADE 5	5	325	22.6	22.6	44.3
GRADE 6	6	213	14.8	14.8	59.1
GRADE 7	7	302	21.0	21.0	80.1
GRADE 8	8	267	18.6	18.6	98.7
SPEC ED JUNIOR	21	18	1.3	1.3	99.9
OTHER	52	1	.1	.1	100.0
	TOTAL	1437	100.0	100.0	

VALID CASES 1437 MISSING CASES 0

SEX SEX OF RESPONDANT

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
MALE	1	731	50.9	51.0	51.0
FEMALE	2	698	48.6	48.7	99.8
MULTIPLE RESPONSE	9	3	.2	.2	100.0
	0	5	.3	MISSING	
	TOTAL	1437	100.0	100.0	

VALID CASES 1432 MISSING CASES 5

FREQ TAKE PHYS ED CLASSES

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
DAILY	1	745	51.8	52.3	52.3
3 TO 4 TIMES/WK	2	195	13.6	13.7	66.0
TWICE / WEEK	3	256	17.8	18.0	83.9
3 TO 4 TIMES/MO.	4	212	14.8	14.9	98.8
ALMOST NEVER	5	17	1.2	1.2	100.0
	0	12	.8	MISSING	
	TOTAL	1437	100.0	100.0	

VALID CASES 1425 MISSING CASES 12

PEENJOY ENJOY PHYS ED CLASSES

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
YES	1	1260	87.7	88.1	88.1
NO	2	58	4.0	4.1	92.1
DO NOT KNOW	3	112	7.8	7.8	99.9
MULTIPLE RESPONSE	9	1	.1	.1	100.0
	0	6	.4	MISSING	
	TOTAL	1437	100.0	100.0	

VALID CASES 1431 MISSING CASES 6

What reasons can you give for enjoying your physical education classes?

GROUP REASONS REASONS ENJOY

CATEGORY LABEL	CODE	COUNT	PCT OF RESPONSES	PCT OF CASES
GOOD FOR ME	1	256	8.8	18.7
KEEPS ME FIT	2	462	15.9	33.7
LOSE WEIGHT	3	63	2.2	4.6
A CHANGE	4	137	4.7	10.0
MORE ALERT	5	25	0.9	1.8
SELF CONFIDENCE	6	13	0.4	0.9
LEARN ABOUT HEALTH	7	7	0.2	0.5
PRACTICE FOR TEAM	8	24	0.8	1.7
LEARN SPORTS	9	215	7.4	15.7
MORE COOPERATION	10	13	0.4	0.9
CLASSES ARE FUN	11	683	23.5	49.8
FEEL ENERGETIC	12	110	3.8	8.0
HELPS IN FUTURE	13	5	0.2	0.4
BEING WITH FRIENDS	14	40	1.4	2.9
LIKE WORKOUT	15	107	3.7	7.8
CAN JOIN TEAMS	16	4	0.1	0.3
FEEL RELAXED	17	8	0.3	0.6
HELPS IN CLASSES	18	4	0.1	0.3
ENJOY FREE TIME	19	1	0.0	0.1
FUN TO COMPETE	20	23	0.8	1.7
FRESH AIR	21	24	0.8	1.7
KEEPS US WARM	22	1	0.0	0.1
BETTER EDUCATIO	23	7	0.2	0.5
TEACHER IS NICE	24	29	1.0	2.1
PHYS ED CL.. ULSORY	25	6	0.2	0.4
GET TO PLAY GAMES	26	355	12.2	25.9
LIKE HARD WORK	27	16	0.6	1.2
IMPROVE SKILLS	28	30	1.0	2.2
NONE	29	12	0.4	0.9
VARIETY	30	179	6.2	13.0
LEARN GOOD THINGS	31	2	0.1	0.1
NOT TOO HARD	32	6	0.2	0.4
LIKE EXERCISES	33	2	0.1	0.1
PUT IT TO MUSIC	35	17	0.6	1.2
BECOME ATHELETE	36	4	0.1	0.3
LIKE GYM EQUIPMENT	38	3	0.1	0.2
DO DIFFERENT THINGS	39	3	0.1	0.2
SCHOOL SPIRIT	40	2	0.1	0.1
GROUP PARTICIPATION	41	6	0.2	0.4
	TOTAL RESPONSES	2904	100.0	211.7

65 MISSING CASES 1372 VALID CASES

What reasons can you give for not enjoying your physical education classes?

GROUP NOT NOT ENJOY

CATEGORY LABEL	CODE	COUNT	PCT OF RESPONSES	PCT OF CASES
POOR WEATHER	1	28	2.3	3.5
HEALTH PROBLEM	2	19	1.6	2.4
CLASS BORING	3	96	8.0	11.9
SORE MUSCLES	4	127	10.6	15.7
HATE EXERCISE	5	65	5.4	8.0
TOO MUCH ACTIVITY	6	77	6.4	9.5
CONDUCT OF OTHERS	7	46	3.8	5.7
DISLIKE SOME GAMES	8	121	10.1	15.0
NEAR TEACHERS	9	19	1.6	2.4
SHORT PERIODS	10	104	8.7	12.9
ENFORCED ACTIVITIES	11	40	3.3	5.0
NOT ENOUGH SPACE	12	15	1.3	1.9
WEARING UNIFORM	13	51	4.3	6.3
DO NOT FEEL LIKE IT	14	18	1.5	2.2
PHYS ED NOT FUN	15	27	2.3	3.3
LATE FOR PHYS ED	16	1	0.1	0.1
SCHOOL TOO HOT	17	3	0.3	0.4
WASTING TIME	18	6	0.5	0.7
TOO MUCH TALK	19	7	0.6	0.9
GET IN TROUBLE	20	13	1.1	1.6
NO PLAY TIME	21	13	1.1	1.6
TOO LONG TIME	22	8	0.7	1.0
CANNOT PLAY WELL	23	22	1.8	2.7
SKILLS USELESS	24	5	0.4	0.6
NEED MORE EQUIP	25	11	0.9	1.4
LOSING GAMES	26	4	0.3	0.5
FEW SPORTS	27	12	1.0	1.5
CHANGE TIME SHORT	28	29	2.4	3.6
EVERYTHING FUN	29	96	8.0	11.9
NO SHOWERS	30	14	1.2	1.7
LOSE OTHER ACTIV	31	1	0.1	0.1
NO VARIETY	32	4	0.3	0.5
SCHOOL TIME LOST	33	18	1.5	2.2
STAYING IN	34	7	0.6	0.9
DAILY PHYS ED	35	13	1.1	1.6
TOO EARLY	36	2	0.2	0.2
TOO MUCH PRACTICE	37	1	0.1	0.1
GYM BEFORE RECESS	38	1	0.1	0.1
TOO EASY	39	10	0.8	1.2
CLASS UNSAFE	40	9	0.8	1.1
UNFAIR TEAM SELECT	41	3	0.3	0.4
DO NOT LIKE TEAM	42	6	0.5	0.7
POORLY ORGANIZED	43	3	0.3	0.4
NO MUSIC	44	1	0.1	0.1
LAZY	45	9	0.8	1.1
DO NOT LIKE SWEAT	46	9	0.8	1.1
TEACH DOES NOT EXERC	47	1	0.1	0.1
	TOTAL RESPONSES	1195	100.0	147.9

629 MISSING CASES 808 VALID CASES